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ABSTRACT

This curriculum guide is a systematic instructional strategy designed to enhance the intrinsic motivation of learning disabled adolescents. The complete strategy encompasses three major phases. Phase P (Preparing for Challenges) describes steps in preparing the classroom environment and presenting program goals to students. Phase A (Attacking Challenges) comprises the bulk of the document and consists of six lesson plans. Topics covered are a description of the TARGETS program, goal setting, writing goals, planning behaviors to accomplish goals, putting plans to action, and self-evaluation and goal adjustment. Phase C (Conquering Challenges) briefly describes combining the TARGETS program with learning strategies in the area of writing. A goals worksheet, 20 transparencies, and lesson worksheets for each of the six lesson plans are included. (JW)

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TARGETS

a systematic instructional strategy

designed to enhance intrinsic motivation

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TARGETS

Teachers and parents often express that students can do much better if they only wanted to. Adelman, (1983), recognizes that there is no way to know what people are capable of unless they are motivated to do well. A motivated person can do much more than anyone would think possible, and if he is not motivated, his performance may not be an indication of his ability. Therefore interventions that focus primarily on improving performance may prove less effective than placing emphasis on the motivational deficit (Adelman, 1978).

TARGETS is a systematic instructional strategy designed to enhance the intrinsic motivation of learning disabled adolescents. The complete strategy encompasses three major phases. Phase "P" prepares the environment, teacher, student and parent for an harmonious interaction that will serve to facilitate and maintain the educational benefits gained from this strategy. Phase "A" teaches the LD adolescent how to organize himself in order to "attack" challenges that he may confront in school first and then in other environments. Phase "C" equips the student with learning strategies that will allow a student to be competent and enable him to conquer challenges which will lead to feelings of self determination. As a result of developing these feelings of competence and self determination within the student, his intrinsic motivation will be enhanced (Deci, 1975).

Special Note:

For the purpose of this research, only Phase "A" will be examined in its entirety. Although parts of Phase "P" will be included, it will not be used in its entirety in order to control for all possible contributing variables. Phase "C" is also being used but not for the purposes of examining its efficacy. This is because Phase "C" is Alley, Deshler & Schumakers learning strategies which have already been validated for its effectiveness. Phase "A", however is hypothesized to be a significant contribution to the learning strategies and is therefore being examined to establish support for this hypothesis.

General Description:

Phase A teaches goal setting skills that will allow the student to direct his behavior, control what happens, make some choices about what happens and feel some

personal causality for what happens. Each of these behavioral outcomes are essential to enhancing intrinsic motivation in students (Adelman, 1983; Deci, 1975; deCharms 1976). Goal setting skills will be taught in three main parts that have been grouped to represent the letters in the word **TARGETS.** This mneumonic was designed to assist students and teachers in recalling the procedures for goal setting.

Given the documentation of goal setting difficulties in LD adolescents and the demonstrations of significant gains in academic performance of LD adolescents when goal setting strategies are applied, it appears that goal setting strategies are the key to enhancing intrinsic motivation in LD adolescents (Robbins & Herway, 1977; Gardner & Gardner, 1978; Deshler et. al., 1980; Tollefson et. al., 1981, 1982; Seabaugh & Schumaker 1983).

The format for Phase A will provide instructions at each step in response to the following:

1. **What your goal is.**
2. **What you need.**
3. **How to prepare.**
4. **How much time to allow.**
5. **What is criteria for mastery.**
6. **What to do.**

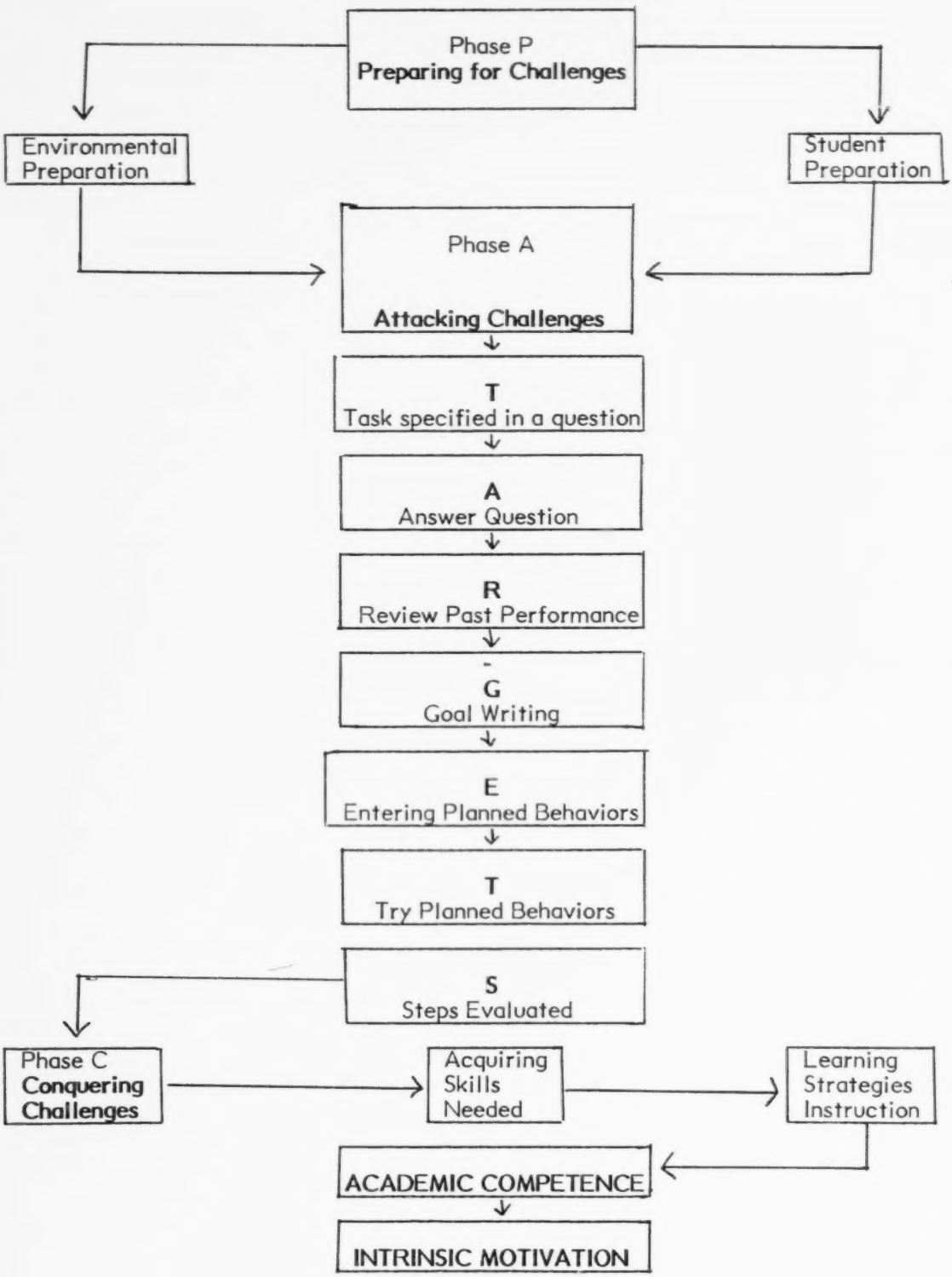
The format in Phase "P" presents a rationale, and a guiding question. It is more general since actual instruction does not take place. The format for Phase "C" is similar to Phase A and is provided by Alley, Deshler & Schumaker's learning strategies package.

The major portion of this strategy is designed for group presentation during lesson instruction. However, activities must receive individual attention in order to ensure tasks are mastered. The ultimate goal of this strategy is to produce habitual and independent goal setters who plan appropriate behaviors and follows through on those behaviors in order to attain their goal.

In summary, it is important to note that the will to learn is an intrinsic motive, one that finds both its source and its reward in its own exercise (Adelman & Taylor 1983; Deci, 1975). In striving for optimum efficacy, it must be remembered that the efficacy of any strategy for increasing performance by enhancing motivation is directly related to both the potency of the strategy and the initial level of motivation to perform (Adelman & Chaney, 1982). It is believed that this strategy will prove valid and reliable in enhancing intrinsic motivation in LD adolescents and improving academic performance.

Table 1 schematically depicts **TARGETS.**

Table I



TARGETS

(Schematic Representation)

Phase "P"
Preparing for Challenges

Step I
Environmental Preparation

Rationale

Adelman, (1983) asserts that the learning environment should be designed in order to accomodate a wide range of motivational and developmental differences. Learning is often stimulated by environmental cues. If the environment does not offer an appropriate match for the learners interest, the students may not feel he has a choice of new learning experiences. In addition, the absence of choice may cause the individual to feel he must do what has been externally directed and he therefore feels no personal causality for the experience. Personal causality is an essential element in intrinsic motivation (Deci, 1975, Adelman, 1983; deCharms, 1976). Therefore, the environment should present new options for direction that can be chosen by the student. The environment should also be a daily model of harmony and organization. The environment sets the stage for what follows. Therefore, the classroom environment must be ready to teach.

Guiding Question: Is the classroom ready to teach?

Procedures:

1. Arrange room to convey harmony and organization
   a. Display calendar of events
   b. Materials in centers should be prepared in advance and directions displayed. Reflect organization
   c. Prepare bulletin boards with "I Can" messages and boards that reflect goal setting strategies
2. Individual study cubicles should be available
3. Establish challenging centers that will encourage exploration and offers opportunity for choice of challenging and interesting activities. (Example: computer center, sports reading center)
4. Express warmth in arranging furniture (Example: teacher's desk near the students, using plants etc.)

Step 2
Student Preparation

Rationale

Deci, 1980 emphasizes that in order for a person to feel competent and self determining, he needs to have an understanding of why he is doing something. For the LD student, this is an essential step that should be taken at diagnosis and placement but is often overlooked. It is amazing to talk with LD students who have an extremely vague idea of why they are placed or what having a disability means. It is no wonder many LD students become complacent with no apparent direction. They have not been given any and have not had a say in what should take place in their educational experiences. Deci, 1975, states that when people have some say about what they will do and how they will do it, they become ego involved and committed to doing it. Therefore, the purpose of any program, should be clearly expressed before beginning instruction. This would serve to allow a person to chose whether or not he wants to participate and will also aide in perceiving appropriate end states. He will know what to work toward if he should choose to participate.

(Note: This step is only to ensure student understands his resource placement. Explanations for instructional programs will be given prior to commencing in order to obtain a committment from the student)

Guiding Question: Does the student know why he receives services and the purpose of the resource class.

Procedure:

Conduct a "heart-to-heart" session with the students

1. Define learning disabilities
2. Give notable examples e.g. Rockefeller
3. Discuss their feelings about the program and share some experiences
   a. Role playing activites may help to express their concerns
   b. Open ended examples may also help
4. Discuss differences in people in general, noting that we all must adjust according to our individual differences
5. Discuss controlling our disabilities instead of being controlled, emphasizing the power in controlling what can't be changed.

Discuss goals and purposes of program

1. Express teacher expectations (class, behavior)
2. Explain resource teacher's role as a facilitator, liaison, guide, support person assisting the student in performing to his potential.

Phase "A"
Attacking Challenges

Lesson I

What your goal is:

To provide students with a description of the following:

a. rationales for learning TARGETS.
b. definitions of terms.
c. benefits they can expect from TARGETS.
d. commitment needed.

What you need:

a. writing surface (e.g. chalkboard, posterboard, easel pad, blank transparencies, paper).
b. writing implement appropriate for chosen writing surface (e.g. chalk, colored pens).
c. overhead projector and screen (if using transparencies).
d. transparency/charts #1-7.
e. student committment sheets (page 1 in Lesson Activity).
f. class activity materials.

How to prepare:

a. Make a copy of Trans/charts. If you are using overhead copies of the Trans/Charts, make them prior to instruction. Otherwise, use paper copy which you can easily use for reference as you present the information to the students.
b. Gather the other listed materials.
c. Familarize yourself with necessary information. Read lesson instructions provided in the **"What to do"** step. Pay close attention to the NOTES enclosed in parenthesis.

How much time to allow:

Approximately 15-20 minutes

What is the criteria for mastery:

Signed Student Committment

What to do:

NOTE: (We are presenting an instructional package to these students that will enhance their intrinsic motivation and will consequently produce significant gains in their academic performance (specifically, written language achievement in this study). Before instructing the students there are some basic steps you must follow in order to ensure the student will "buy" the package and commit himself to it. There are five basic steps in lesson one. Step 1 is to gain the attention of the student. Step 2 is to arouse interest in the student. Convincing the student of the programs personal benefits,

producing a desire to invest in the program, and finalizing the "deal", represents steps 3, 4, and 5 respectively (Whiting, 1978).

Human relation skills should be stressed and practiced throughout this instruction. That is, the teacher must be genuinely interested in the student's interests and needs. Some other human relation skills to maintain are:

a. The teacher should maintain eye to eye contact.
b. The teacher should use students names often.
c. The teacher should be positive about the program.
d. The teacher should maintain a voice level that is exciting and enthusiastic.

e. The teacher should always employ the "Feel, Felt and Found Method" in response to an objection. That is if an objection is expressed, teacher should respond in a manner such as: "I can appreciate the way you feel. Many have felt that same way. After trying this procedure many have found it to be very useful (Whiting, 1978).

1. **Gain Students Attention**

Say - I have something that you may be interested in because it will help you do better in school or will help you to accomplish many of the things you want to in life.

2. **Arouse Interest**

Note: (In this section you want to be sure to ask three types of questions; a personal question, a problem question and a payout question. Always begin with a personal question).

Say - What are your feelings about school. What does school mean for you. (The point is to ask a personal question that you can tie into a problem question in order to establish a need).

Class Activity - Before asking the problem question, prepare to use the following format on the board or easel so that you can write the students responses down.

Big Problems in School	Suggested Ways To Solve Problems	Differences It will Make	Benefits

Problem Question

Say - What do you see as being a big problem for some students in school? (Write down.)

Say - Can you suggest ways to solve these problems. (Allow this to be brainstorming responses from the group.)

Payout Question

Say - What differences do you think solving this problem would make? How would it benefit a person to solve these problems? (These responses should also be group brainstorming.)

NOTE: (When discussing some problems student's may have, be sure to offer writing as a problem that plagues many, if no one mentions it. This will help set the stage for later.)

3. **Convince Student**

> **Say** - You have told me that student's have problems **(Name a few)** and it would be beneficial to improve in those areas. I have a program that will improve your **(list a problem)** Johnnie and your **(Name a problem)** Michael ... if you are serious about wanting to make a change. This program is called **TARGETS.**

The main component in the program is teaching students how to set goals and plan behaviors to reach those goals. We will talk about why that's important a little later. But right now, let me show you some facts about how **TARGETS** has benefitted some LD students I know just like yourself. These are not made up examples. They are very real and true. We gave a group of ten students an English writing assignment to study for one week.

(Show Trans/Chart #1)

> **Say** - Five of the students were taught to use **TARGETS** or set goals and plan behaviors to reach those goals. The other five just studied as they normally would. At the end of the week, all of the students were given the same test.

(Show Trans/Chart #2)

> **Say** - All of the students using **TARGETS** reached mastery on the test. The other five did not. Mastery was 80% or above.

(Show Trans/Chart #3)

> **Say** - The amazing thing about these results however was that those students the teacher felt would not do well reached mastery if they used **TARGETS.**

(Show Trans/Chart #4)

> **Say** - Those students the teacher considered the best students did not reach mastery if they did not use **TARGETS.**

(Show Trans/Chart #5)

> **Say** - This chart shows you the actual results of the students. **TARGETS** can help you be at the top of the charts too. I have another example of a student who was being taught to write sentences correctly so he could improve his writing. When he began, he felt he could not do the work no matter what. I'm sure some of you feel that way at times also. Anyway he was not reaching mastery on the first trials and did not ever get 100% mastery until he started using **TARGETS.** Let me point out that there were times he did not reach 100% mastery after he began using **TARGETS** but when he evaluated his behaviors, he was able to see exactly what he didn't do and was able to make a change in order to reach 100% on the next lesson. **TARGETS** allowed this student to see how he can make a difference in improving his work. For the rest of his lessons, the student stopped saying, "I can't do it" and he reached mastery on everything he did.

(Show Trans/Chart #6)

Say - This is a record of his progress. Note the differences.

Class Activity - **Ask** - Why do you think **TARGETS** or setting goals helped these students and how can it help you? (Write and display responses).

(Show Trans/Chart #7)

Say - These are some other points brought out by students who have used **TARGETS** (Read from Trans/Chart)

After Activity say

The whole point is that **TARGETS** or goal setting will teach you how to be in control of what goes on with you and be in control of the situation. It gives you a say in what happens and when you have something to say about what happens with you, you learn more and feel better about what you have done because you are committed.

Let me ask you a question: How does it make you feel when someone tells you what to do? Does that make you want to do it? (Wait for responses). When you decide to do something on your own, how do you feel about doing it. Right, you feel more like doing it. Why do you think you feel more like doing something when you decide what it is as oppose to someone else deciding what to do? The main reason is because you have had a say in what happens to you and how it happens.

Having something to say about what happens commits you to a task and gives you control over the situation or the outcome. However, if you lose that control you con't have a say in what happens to you and how they happen. For example, if you choose to improve your grades in English, then take the appropriate steps to do so e.g. studying more, asking for help if you need it, completing assignments and etc., you will more than likely improve your grades because of what you have done. You stayed in control. But if you decide not to improve your grades regardless of the need and don't take the appropriate steps to do so, someone else like the teacher or your parent will begin trying to make you improve your grades. They don't want to see you fail, so they tell you when to study, how to study, what steps to take and other such things to help you improve. You may then begin to feel like everyone is telling you what to do as if you are not smart enough to do it on your own. A lot of times, students then begin to reject what the teacher or parent is saying and refuses to do the work. This then causes them to fail and makes them even more frustrated.

These feelings and many others result from a person not being in control of what happens with him. You can be assured if you don't take control, someone else will. However, it is much more beneficial and less troublesome if you are the one in control. Being in control commits you to your task because you have decided the task based on your needs. You then begin to be successful because of what you do and not what others tell you to do. **TARGETS** will show you that regardless of your disability, if you set goals and plan behaviors to reach those goals, you will be successful because you will be in control.

Say - Based on what we have said, what do you think about TARGETS. (Allow time for responses and if a discussion develops, follow through.)

Say - Do you think TARGETS is worth your committing yourself to learning how to use it. (If there is an objection, be sure to use the feel, felt, found method to responding.) (If positive signs of committment are given then proceed)

Say

I will teach you all about TARGETS beginning with our next session but until then, let me leave you with something to think about.

4. Desire Establishment

Say - I want you to picture with me for a moment three months in the future. I see confident young people who have improved tremendously in school. Johnnie has said he wants to improve in (Name one) because it will benefit him (Name one). Michael has ... and so on. If you decide to invest in this program, I can see you three months from now, confident that your assignments are well done and complete which will therefore improve your grades.

Based on what you decide in the next few minutes will decide whether or not you will be in this picture. Before you decide however, remember that there are many reasons a person may hesitate to make such a committment. Some reasons students give are: 1. I am not used to doing things this way. 2. That takes too much time. 3. It's more work.

On the other hand what makes a number of students decide in favor of TARGETS are the benefits involved e.g. the ones you have listed for yourself. (Name a few). Now I am asking you, which means the most for you. (Pause). I am going to pass out some committment sheets while you are thinking about what we have said. If you have decided that TARGETS will benefit you, I want you to sign your name on the line. Your signature will be saying you are convinced that TARGETS is worthwhile so you are committing yourself to learn to use it and will give it your best effort.

5. Close the Deal

Say - I know you have made a very wise decision, one that will pay off for you the rest of your life. Just remember, starting off may be a little awkward and unusual but the more you use TARGETS, the more it will become a part of you and before you know it, TARGETS will be a habit that will allow you (or call students name) to be in control of what happens to you. **I Guarantee It!**

NOTE: (It is important to remember that Step I may have to be intergrated throughout in the form of "pep talks" in order to keep students' interest aroused).

Lesson 2

What your goal is:

To instruct students in:

a. task specification for goal setting.
b. answering the specifications with "I need to" statements.
c. reviewing past performances as quideline to setting goals.

What you need:

a. writing surface.
b. writing implement.
c. overhead projector and screen (if using transparencies).
d. Transparency/Charts #8-10.
e. Lesson Activities (Page 2 in Lesson Activity).

How to prepare:

a. Make a copy of Trans/Charts.
b. Gather other listed materials.
c. Familarize yourself with necessary information.

How much time to allow:

Approximately 50 minutes on 1 class session.

What is criteria for mastery:

Mastery on each lesson activity, Teacher judgement.

What to do:

NOTE: (Please realize that this is new for a lot of students and patience is imperative. That is, what may seem simple to us may be extermely difficult for the LD adolescent. It is also important that you always serve as a model of what you teach. For example, in preparing for class, make your goal setting obvious.

1. **Review Committment**

   Say - Each of you have made a committment to learn TARGETS. That decision will benefit you for the rest of your life. TARGETS will teach you how to be in control. Today, we are going to start preparing you so that you can begin reaping some of the benefits we have discussed. TARGETS will be taught in three parts and each of the letters in the word TARGETS stands for a step you will need to learn.

2. **Present General Idea**

   Before getting into the lesson, lets do an ice breaker activity. Say - Everyone usually starts the day with a million things to do. I want you to write down everything you need to do today. Try to write at least five things, but do not

write more than ten. When you are finished, put your pencil down. (After all have finished say) Now I want you to number those things in order or importance. That is, what needs to be done first and etc.

(After that is completed share some with the class and **say**.) Whether you realize it or not you have just written 5-10 goals for today and it really did not take you very long. This was done to give you an idea of what we are going to be doing. Although **TARGETS** is more specific than just writing down what you have to do, the first basic steps are to decide what you need to do. As I stated in our first meeting, the main component in **TARGETS** is Goal Setting. Goal Setting is basically saying, what you going to do. Goal Setting can be used in all you do but now we are going to concentrate on educational uses.. After you see how well it works, you will use it in all you do. It will become a habit.

3. **Present overview of TARGETS**

(Show Trans/Chart #8) - Say - There are seven steps to **TARGETS.** They are:

T = Task specified with a question.

A = Answering question with "I need to" statement.

R = Review past performance.

G = Goal writing.

E = Entering planned behaviors (on goal sheet).

T = Trying planned behaviors.

S = Steps evaluated.

These seven steps are the key to you being in control. These seven steps will be taught in three stages. Stage one is the **thinking stage** and includes steps **"T" "A" "R".** Stage two is the **writing stage** and includes steps **"G" "E".** Stage three is the **applying stage** and includes Steps **"T" "S".** The three letter mneumonic **TWA** (as in the airlines) should help you remember the three stages. (Show Trans/Chart #9).

An important point to remember is that you will have to think, write or apply in all of the stages but where thinking, writing or applying is specified as the stage indicates that it is emphasized more during that particular or stage.

4. **Describe Step T**

Say **T** stands for task specified with a question. This simply means that you take a few minutes to think about what you have to do and ask yourself, what do I have to do? This is exactly what we did in our beginning activity. It doesn't take much time. Remembering to take the time to do it before you begin any task is very important. Remember (Show Trans/Chart #10) ask yourself what you need to do before starting a task.

There are several ways you can determine what you have to do, and then you must decide what you need to do.

1. Sometimes a teacher will tell the entire class what is expected. You then must decide what you need to do.

2. Sometimes you will be able to read what is expected for an activity.

3. Sometimes you can tell what is expected based on what your classmates are doing.

4. Sometimes you will know what is expected based on past experiences.

ASK:

1. What does "T" stand for?

2. When is it important to ask yourself what you have to do.

3. What are some ways you can determine what you need to do.

5. **Describe Step A**

Say - This step is connected to Step T because you are answering the question you have asked yourself in step T. In answering this question, it is always important to begin your response with "I need to" ... this is important because it helps you remember that your answer to the question is based on a need. At this step, it is important that you jot down these needs as you respond to the question so that they can better serve to help you recall your needs in order to write goals.

ASK:

1. You should begin your answer in step A with _____ _____ _____

2. Why is it important to jot down the needs you state in response to the question, what do you need to do.

6. **Describe Step R**

The last step in the thinking stage is "R" which stands for review past performance. Reviewing past performance means thinking about what you have done in past experiences that are similar to your current experiences. You may need to "jot" some of the things down that you feel helped you accomplish the past task or you may want to jot those things down that were obstacles to you accomplishing a past task. These notes will help you a lot when you begin writing goals in stage two.

Step **R** is a very important stage because it directs you to look at what you have done in the past before you try to determine what direction you should take in the future.

Ask: - Can you give some examples where this would be especially important? (One extreme example to break the ice would be: Lets say a man jumped into a pool because he was excited about getting a new job but he could not swim and almost drowned. The next time he got the urge to celebrate, he reviewed his past performance and chose another way to celebrate.

Another example, more educationally oriented would be: If you wanted to make a better test score in English this time, it would be important for you to look at what you did on the last test. You should think about how you studied and how you performed so that you can make some adjustments that would help you make a better grade. One adjustment might be to increase your study time.)

This stage may take a little extra time at first but the more you do it, the less time it will take. Remember you are trying to be in control of what happens to you. You can't have that control if you don't take time to think about past performances in order to choose future directions based on a review of the past.

Say - You have now learned steps **T A R** which make up the thinking stage in TARGETS.

ASK:

1. What does **T** represent?
2. What does **A** represent?
3. What does **R** represent?
4. What does **TWA** represent?
5. Give me an example using each of these steps.

7. **Lesson Activities** - Students should now complete and master activity sheets. Score after each sheet and provide feedback before proceeding.

Writing Stage

Lesson 3

What you goal is:

To instruct students in:

a. Writing appropriate goals
b. Planning and writing behaviors that will lead to accomplishing their goals.

What you need:

a. Writing surface.
b. Writing implement.
c. Overhead projector (if using transparencies)
d. Transparency charts #11-19.
e. Lesson activities (pages 4-7 in Lesson Activity)
f. 3 x 5 index cards w/prepared activity.
g. Goal sheet worksheets.

How do you prepare:

a. Make a copy of Trans/Charts.
b. Gather other listed materials.
c. Familiarize yourself with necessary information.

How much time to allow:

Approximately 50 minutes or one class session.

What is the criteria/ or mastery:

Mastery on each lesson activity and teacher judgement.

What to do:

Note: Before instruction, distribute goal sheets and tell students that you will explain the purpose of paper later.

1. **Describe Step G** -

   The first step in the writing stage is goal writing. You have specified your Task, answered your question and reviewed your past performance. You are now ready to write goals to accomplish the task you have specified, based on your needs and reflecting a review of past performances. First, however, we should consider some types of goals. Then we will discuss some guidelines we should follow when writing our goals.

2. **Discuss types of goals** -

   There are many different kinds of goal setting. For example just about everyone has a goal of what he wants to be in the future (when he grows up). That is called a long term goal and is so called because it often takes a long period of time to reach it. Before reaching a long term goal, many short term goals are often set and serve as stepping stones to the long term goal.

Short term goals are designed to be accomplished in a short period of time. **TARGETS** deals mainly with short term goals because short term goals lets you accomplish task in shorter periods of time and therefore acts as a motivation to keep you going. That is with each goal, you accomplish, you become motivated to accomplish more. If it takes too long for you to see you are successful or accomplishing goals, as it would with long term goals, you would soon loose interest.

We may set some long term goals e.g. "I will improve my English grade by one letter grade by the end of the semester" but before we can reach that goal, we will have to set many short term goals such as "I will improve my next test score by one letter grade." Remember: (Show Trans/Chart 11) **TARGETS** major emphasis is on setting short term goals that can be accomplished in a short period of time (1 or 2 days).

Say - Quanity goals and quality goals are other types of goals that need to be discussed. A quanity goal states how much or how many things you want to complete. A quality goal states how well you want to complete your assignment, how accurate and/or how thorough you want to be (show Trans/Chart #12). Sometimes a quanity goal and a quality goal can be used together e.g. "I will get 15 of 20 problems in math correct. Most of the time, however, a quality goal is the best goal to write because it directsyou to concentrate on how well you do. Quanity goals sometimes make you forget to do well because they make you rush. (Show Trans/Chart #13).

Ask

1. What is a quanity goal.
2. What is a quality goal.
3. What is the best goal to write and why.
4. Give me some examples of quality goals.
5. Give me some examples of a quanity goal.

3. **Discuss goal writing guidelines**

Say - There are some guidelines one should follow when they are writing goals in order to ensure that their goals are appropriate. First, one should remember that a goal is not a wish. Wishing just states what one wants to do and does not lead to action. It is a dream. A goal however is a desire to be or do, that initiates action, and generates determination to persist until that goal is reached. Therefore, remember a goal causes action. (Show Trans/Chart #14).

Say - Another guideline is to set goals that are not too high or too low for your ability. This will also take some looking into the past to help determine at what level you have worked in the past. Setting a goal too high may keep you from reaching your goal and cause even more frustration. (Show Trans/Chart #15).

Setting goals too low may keep you from working to your potential and may keep you from feeling as successful as you could simply because you will know within yourself that you can or should have done more. (Show Trans/Chart #16).

It is also important to remember that setting too many goals may keep you from accomplishing the most important goal. You must consider amount of time you have available for a task before setting your goal because time will determine how many goals you can accomplish. If time is not considered, too many goals could be set and not reached thus adding to failure (Show Trans/Chart #17).

All of the types of goals we have discussed and the guidelines are very important to remember. Lets put them to practice as a group.

Class Activity: (Use prepared activity cards in notebook pocket or prepare own. Task should be geared to various interest or some popular topics such as winning a special friend.)

Say I am going to give each of you a card. On the card is written a task you have been assigned. I want you to set a goal that should help you accomplish the task on the card. I am now going to give you a worksheet and I want you to write on it for this activity. I want you to tell me what kind of goal you have written (quality/quanity). Each goal you set should be set for a particular reason. I also want you to write down your reason so you will not only know what your goal is but why.

An example of a good reason would be: (Show Trans/Chart 18).

Goal: I will write 3 types of complete sentences in the paragraph I have for an assignment.

Reason: Because different types of sentences shows writing skills I have and makes my writing more interesting.

4. **Discuss writing goals on paper.**

Say - Whenever you establish a goal for a particular activity, it is important to write the goal down. Some students don't like to do this because they feel it is unnecessary and they can remember without any help. Writing goals down, however it more than just helping to remember. It is very important and very helpful to write your goals down because (show Trans/chart #19) it reminds you of your goal, it keeps it before you when you have a lot of other things on your mind, it helps you keep a record and keeps you organized. A lot can come into your mind during the day that can cause you to lose the focus of your goal but writing you goal down will help keep the goal up front.

If you will take time to look at someone who is successful, you will see that person starting the day off with a list of what must be done. Those are abbreviated goals like we did when we started this lesson and the better you get at setting goals, the more you will be able to just jot down abbreviated goals. But until then let's remember to write down your goals everyday. That is extremely important and is a **MUST** for **TARGETS.**

Ask

1. What does **"G"** stand for.
2. What are the guidelines we should follow.
3. What problems can caused by not following these quidelines.
4. Why is it important to write goals down.

Lesson 4

What your goal is:

To instruct students in

a. planning behaviors to accomplish goals.
b. sequencing planned behaivors.

What you need:

a. writing surface
b. writing implement
c. overhead projector (if using transpariences)
d. Transparency/Chart #20
e. Lesson Activities (pages 8-15)
f. Goal Sheet Worksheets

How do you prepare:

a. Make a copy of Trans/Charts
b. Gather other listed materials
c. Familiarize yourself with necessary information

How much time to allow:

Approximately 50 minutes or one class session.

What is the criteria for mastery:

Mastery on each lesson activity, teacher judgement

What to do:

1. Describe Step E -

   Say - The second step in the writing stage is "E" which stands for entering planned behaviors on your goalsheet. Setting a goal is only half the battle to becoming a successful and self controlled person. The next step to great changes is planning behavior and sequencing those plans in an order that will lead you to accomplishing our goal. For example, if you were planning a trip to California, getting there would be your goal. However, the steps you take before getting to California represent planned behaviors. If you don't behave according to those plans, your trip to California may not turn out as well. This is true for any goal you set.

   To plan behaviors to reach a goal one must keep his goal in mind and think of things he could do to help him reach his goal.

   For example (Show Trans/Chart #20) if your goal is to get your drivers liscense some behaviors you would plan to do would be:
   a. Pass drivers ed.
   b. Study Drivers manual.
   c. Practice driving skills.

d. Pass drivers test.
e. Get a permit.

In planning those behaviors I thought of the requirements the law has and I also thought about what I could do to meet those requirements. Whether or not I get my license will depend on what I decided to do and how I decided to do it. I am in control and if I reach my goal, it will be because of what I did and if I don't it will be because of what I did.

Class Activity - Lets plan some behaviors for a goal. Someone please give me a goal. (Write on board then open floor for brainstorming responses. (Write responses to planned behaviors on board)

After behaviors are written down Say -

Five planned behaviors are usually enough for one goal, so lets go through our list and see which ones we can leave out. We may also see a need to add or adjust some others.

After elimination occurs say - The final step in entering our planned behaviors is to arrange our behaviors in an order that would show which behavior should be done 1st, 2nd and so on. This step is important so that we can direct our behaviors in meaningful steps toward our goal.

Let's look at an earlier example, (Show Trans/Chart #20). The behaviors listed are in no particular order and if we follow those steps as written we would be studying the drivers manual or practicing skills after passing Driver's Education which are steps we need to take in order to pass driver's education. Even though they are important after drivers education also, they are behaviors we should engage in so that we can pass the course. Let's now sequence the behaviors for the goal we have as a class.

(Discuss)

Say Entering Planned Behaviors is very important because these are the steps that lead us to reaching our goal. Therefore, you should always think about what you are going to do in order to reach your goal, order those behaviors and "go for it". This is the final step in Stage 2 - The Writing Stage.

Ask:

1. What does E stand for?
2. What are the steps in planning behaviors?
3. How many behaviors are usually enough?
4. Why is step E important?

Lesson Activity (Students should complete and master each sheet, score and provide feedback after each sheet before preceeding.)

Applying Stage

Lesson 5

What your goal is:

To instruct students in putting plans into action.

What you need:

a. Writing surface.
b. Writing implement.

How do you prepare:

a. Gather listed materials
b. Familiarize yourself with necessary information.

How much time to allow:

Approximately 10 minutes for instruction.

What is the criteria for mastery:

Mastery on lesson activity, teacher judgement

What to do:

1. Describe Step "T" -

   Say - The first step in the applying stage is trying the planned behaviors. You can set an absolutely wonderful goal, plan and order excellent behaviors and not achieve a thing unless you put them into action by trying what you have planned. **Remember goal setting causes action.** You are only wishing when you state a desire and do not take steps to fulfil that desire.

2. Discuss importance of Persistence -

   Say - When trying your plans, you may meet some obstacles that will cause you to think about quitting but do not give in to those . **A quitter never wins and a winner never quits.** You must be persistent with your efforts. Persistent trying will eventually be rewarded with success.

   Ask - Can you think of anything you have persisted in and eventually were successful. (Allow several responses.) Say, when we were learning to walk, if we would have given up at the first fall, we would not be walking today. Instead we kept trying, after each fall until we were successful. That determination we had in learning to walk is the same determination we need in trying our planned behaviors. No matter how many times we fall, we just pick ourselves up, make any changes if needed and keep on pushing, until we reach our goal.

   Say - Trying our plans may sometimes show us that adjustments need to be made in order to reach our gaol. If this is necessary, then adjust as indicated and continue trying each of the behaviors listed on the Goal worksheet.

This leads into our final step which is step evaluation. Before we discuss step evaluation, however, let me ask:

Ask

1. What does **T** stand for?
2. What is the purpose of step **T**?
3. Why is persistence important?
4. A quitter never _____ A winner never _____

Lesson 6

What your goal is:

To instruct students in

a. evaluation
b. adjustments

What you need:

a. writing surface
b. writing implement
c. lesson activities (pages 16-22)

How do you prepare:

a. gather listed materials
b. familiarize yourself with necessary information

How much time to allow:

Approximately 15 minutes

What is criteria for mastery:

Master Lesson Activities, Teacher judgement, Master completing entire goal sheet

What to do:

NOTE: (In this step you must be careful not to offer advice if the student does not see the need to make an adjustment. If you cannot subtly convince him an adjustment is needed, student may need to see for himself via trial and error. Be sure to point this out.)

1. **Describe - Step "S".**

   Say - The final step to **TARGETS** is evaluation. Lets say you have set a very good and reasonable goal. You have planned your behavior and put it into action but things don't go just right. That means **TARGETS** doesn't work, right? Wrong! That means evaluate your goal and behaviors to see if you need to make some adjustments. Also look to see if you followed your planned behaviors step by step.

   Evaluation is very important because it lets you know if you need to add or take away some behaviors. That is all under your control. You decide the adjustment needed and make it. It is important to evaluate daily because waiting may cause you to forget the little things that may have happened and make a difference. It also serves to refresh your memory of your goal and the behaviors you must follow. Daily evaluation helps you keep tabs on your progress and lack of progress as well. In essence, daily evaluation makes you look at yourself at the end of the day, decide whether you are satisfied and sets your direction for the next day. This aides in keeping you in control of what goes on with you.

There may be a lot of times when you will not have to make any adjustments, but it is still important to evaluate your steps daily just to be sure all is going as planned. Daily evaluations will also help make this step a habit.

To perform a steps evaluation, read over each goal and planned behavior you have written on your goal sheet. Then place a check on the coinciding line if you have followed that step or are satisfied with it as written. If not satisfied, make the adjustment at the bottom of page and on the back. You should not use another sheet however, because you will need to see the changes you have made in connection with the original form. A daily check doesn't have to take long if you have everything written down and in order. The more you do it, the less time it will take. Remember Daily Step Evaluation is a **MUST.**

Class Activity -

Say - As a class let's discuss some things that would cause a person to make an adjustment in his goals or behaviors and make some suggestions for adjustments. (Write down reasons and adjustments. Arrange to have some of these adjustments displayed for future reference).

Discuss

(Be sure the following points are brought out)

1. Need to adjust when goal is too high.

2. Need to adjust when goal is too low.

3. Need to adjust when you have a quanity goal is making your rush.

4. Need to adjust when a behavior is not helping you.

5. Need to adjust when a behavior restricts you.

6. Need to adjust when a behavior does not allow you to get immediate feedback.

ASK

1. What does **"S"** stand for.

2. Why should evaluations be daily.

3. How do you evaluate.

Lesson Activity Sheets (Complete to mastery before proceding)

Note: (For the rest of the strategy your role for the first week is to cue students daily about setting goals, checking to see if they are done accurately and following through on daily evaluations. If student becomes frustrated because he is continually not reaching goals, "hold his hand" through a complete trial and be sure to point out steps followed. Point out importance of following through precisely as planned.

During class time, if you notice student wasting time for example, be sure to point out that he is not following a planned behavior. Some students may try to say, I'm not smart enough to do this. You can respond to that by saying, your IQ test scores don't support your opinion of yourself. (Students seem to feel more confident when a test score is provided.) You may also say, if I didn't think you were smart enough, you would not have been selected for this study or whatever. Above all, don't allow use of word can't. Make it a class rule.

Keep emphasizing that all that happens is a result of his planning and following through on his planning. Be sure to make a big thing out of following through and reaching a goal, no matter how small. Also give students pep talks as needed and encourage "self pep talks". Teach students to say often, "I know I am going to do this because I have done _____ before etc. Later you can show the student what he has accomplished since he began using **TARGETS** and encourage him to set goals in everything. Past experience should give him the faith he needs to make the sky his limit.)

NOTE: (You were instructed throughout to write student responses and display in class for future reference. This could be a very congested activity if not organized appropriately. Be creative!! You may transfer information to smaller sheets and have a special bulletin board for that purpose. You may string flags from the ceiling with the information displayed or any other idea that will reflect order and organization.)

You are now ready to integrate Phase "C", The Learning Strategies.

Phase "C"
Conquering Challenges

Rationale

Many factors that cause an individual to feel competent and self determining while interacting with his environment have been discussed in Deci, 1975. Implicit in the discussion is the importance of seeking and conquering challenges in order to develop feelings of competence and self determination. However, one cannot conquer challenges if he does not possess the skills needed to conquer the challenges in order to develop feelings of competence and self determination. Adelman (1983) notes that in an educational setting, if a child has low intrinsic motivation and poor basic skills, it would prove fruitless to attempt to enhance intrinsic motivation because skills he needs to conquer challenges and therefore feel competent are not there. He therefore suggests, remediation of basic skills as an initial step. In support of this opinion and in consideration of the special needs of learning disabled adolescents, Alley and Deshler's learning strategies are considered the most appropriate and effective educational plan for equipping the LD adolescent with the tools he needs to conquer challenges. Learning strategies are defined as ... techniques, principles or rules that will facilitate the acquisition, manipulation, integration, storage and retrieval of information across situations and settings. The basic assumption of the strategies approach is that, in spite of moderate deficiencies related to academic skills, learning disabled students can experience success in a demanding, regular curriculum and gain useful information from that curriculum if they approach classroom tasks intentionally and strategically (Alley & Deshler, 1979). A number of studies have demonstrated the effectiveness of these strategies in producing desired changes in LD adolescents.

Guiding Question: Does the student have the tools needed to conquer a challenge?

What to do:

NOTE: (Before beginning with instruction, it is once again important to get the students committment to participate. Review each pretest (writing sample) with the students individually. Have the student generate responses to why improved writing would be beneficial. Then based on his responses, get him to make a committment to the program. Assure him that his decision was a wise one and it will take some work, but it will pay off.)

1. **Introduce Learning Strategies/TARGETS Combination**

   (To introduce students to applying **TARGETS** with learning strategies, say) You may recall me stating that we were going to use **TARGETS** for educational purposes first, then we could apply it to other situations. I have decided, based on your writing samples, that one of the best ways I can show you how effective **TARGETS** is would be to improve your writing skills. This would in the long run improve your grades because you would be turning in better written assignments that would help the teacher understand what you are saying.

   We are going to be using a writing curriculum called learning strategies to teach you how to write correctly. For this curriculum, we have found that setting quality goals (i.e. completing with accuracy) would be the best type goal to set.

An example of a quality goal for this strategy would be "I am going to complete the first worksheet with 90% accuracy." Given that you have not done this before, you might want to set a lower percent accuracy until you get use to the strategy and see that it really makes a difference. Another quality goal would be, "I am going to write complete sentences in my English assignment today," or I will use **TARGETS** in my English class today.

Before you set a goal, it is important to know what you have to do, so each time we begin a new section in the writing strategy, I will give you an overview of what we will cover, number of worksheets, criteria for mastery and the benefits that section offers. With that information, you should be able to set reasonable goals that will make a difference in how well you do. You should set goals for each set of tasks. Goal #1 should be at instruction, Goal #2 should be at practice and Goal #3 at review. Once we begin the strategies I will give you an example of this so that it will be clearer for you.

Planning behavior is also important for the writing strategy. You have to make plans to reach your goal. Let's plan behaviors for one of the quality goals we discussed earlier as an example to be used with the strategies.

Example to be used: I am going to complete the first worksheet with 90% accuracy. (Lead discussion and encourage a response from each student.)

Say - Now that you have a basic idea of how to apply **TARGETS** to learning strategies, we will begin tomorrow with our strategy instruction and **TARGETS**. I want you to let all we have learned about **TARGETS** sink into your mind and be ready to put it to work tomorrow.

NOTE: (The remaining instruction will follow as specified in the learning strategies manual. Continue to integrate **TARGETS** throughout. Remember to begin each lesson with a complete overview. Be sure to let students know you are providing the overview.)

2. **Give Example of** TARGETS **with Strategies**

NOTE: (After distributing strategies materials discuss procedures to be followed, then give the following examples of setting goals at each task.

Teacher Instruction

Goal 1. I will understand the lesson presented.
Behaviors: Listen, Ask Question, Read Along

Practice

Goal 2. I will master Lesson Activities on the First trial
Behaviors: Take time, Check work, Ask Questions

Review

Goal 3. I will master review sheets with 100% accuracy.
Behaviors: Study past Lessons, Read carefully, Ask myself questions.

(Now continue with strategies and remember to cue and allow students to set goals at each task stage. Eventually fade out cues. Encourage using **TARGETS** for everything.

General Points to Remember

2. It is believed that the teacher must understand the strategies herself in order to be successful at this endeavor. Given this, please study each of the manuals carefully and ask questions if needed.

3. It is also important for the teacher to understand that LD students may not understand the simplest statement you make. Therefore, expect anything and by so doing your reactions may be minimized. Remember a lot of times LD students lose faith in themselves (i.e. abilities) because teachers react in shock when they respond suprisingly to the simplest directions.

4. Give concrete directions at all times.

5. High levels of intensity of instruction are imperative since so little time is available so make a conscious effort to make the most out of every minute.

6. If students have questions on worksheets, encourage them to be as specific as possible before responding. This will facilitate deeper thinking on their part.

7. You must move around all the time, monitoring progress, providing assistance and correcting inappropriate practicing. These packages are not designed as busy work so please do not make them such by giving an assignment and taking a seat.

8. Remind students of their committments as the need arises.

9. BE POSITIVE. If a student becomes frustrated, explain that the road may be rough in the beginning but it will soon smooth out.

10. Plan and think ahead about what you need to do and ALWAYS be an example.

TRANS./CHART #1

FIVE STUDENTS USED **TARGETS**

FIVE STUDENTS DID NOT USE **TARGETS**

TRANS./CHART #2

RESULTS

FIVE STUDENTS WHO USED **TARGETS** MASTERED THE TEST.

MASTERY = 80%

FIVE STUDENTS WHO DID NOT USE **TARGETS** DID NOT REACH MASTERY.

TRANS./CHART #3

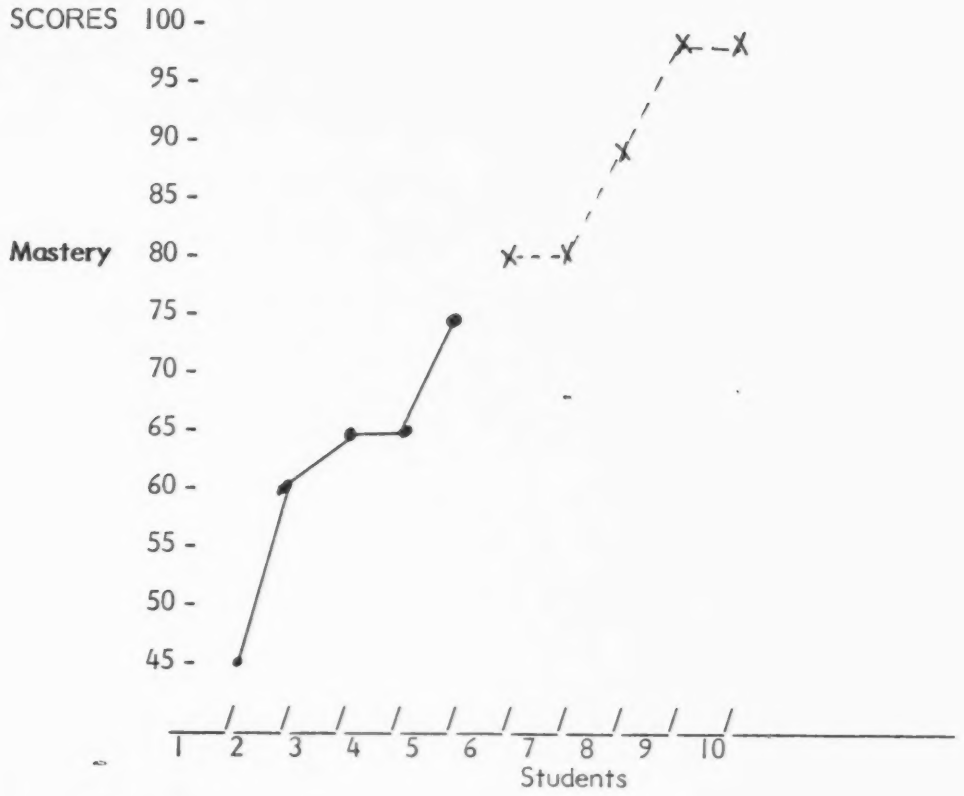
THOSE STUDENTS WHO DID NOT USUALLY DO WELL AND WHO THE TEACHER

FELT WOULD NOT DO WELL REACHED MASTERY IF THEY USED **TARGETS**

TRANS./CHART #4

THOSE STUDENTS WHO USUALLY DO WELL AND WHO THE TEACHER FELT WOULD DO WELL DID NOT REACH MASTERY IF THEY DID NOT USE **TARGETS**

TRANS./CHART
#5



Used **TARGETS** X -----X
Did not use **TARGETS** .___.

TRANS./CHART
#7

OTHER STUDENTS SAY IT HELPS BECAUSE:

1. GIVES YOU A SENSE OF DIRECTION

2. HELPS YOU PREPARE AND TELLS YOU WHAT YOU ARE GOING TO DO AND HOW TO KEEP UP WITH IT.

3. GIVES YOU SOMETHING TO REACH FOR.

4. GIVES YOU A PURPOSE.

5. LETS YOU KNOW WHERE YOU ARE GOING.

TRANS/CHART
#8

T = TASK SPECIFIED WITH QUESTION

A = ANSWER QUESTION WITH "I NEED TO" STATEMENT

R = REVIEW PAST PERFORMANCE

G = GOAL WRITING

E = ENTERING PLANNED BEHAVIORS ON GOAL SHEET

T = TRYING PLANNED BEHAVIORS

S = STEPS EVALUATED

TRANS/CHART
#9

TARGET STAGES

T hinking

W riting

A pplying

TRANS/CHART
#10

REMEMBER ASK YOURSELF **BEFORE** YOU BEGIN A TASK:

"WHAT DO I NEED TO DO?"

TRANS/CHART
#11

TARGETS EMPHASIZES WRITING

SHORT TERM GOALS

SHORT TERM GOALS CAN BE

REACHED IN A SHORT PERIOD OF TIME.

TRANS./CHART
#12

QUANITY GOAL

STATES HOW MUCH OR HOW MANY THINGS YOU WANT TO COMPLETE.

QUALITY GOAL

STATES HOW WELL YOU WANT TO DO, HOW ACCURATE YOU COMPLETE YOUR ASSIGNMENT AND/OR HOW THOROUGH YOU WANT TO BE.

TRANS./CHART
#13

QUALITY GOALS ARE BEST BECAUSE THEY DIRECT YOU TO IMPROVE HOW WELL YOU DO.

QUANITY GOALS SOMETIME MAKE YOU FORGET TO DO WELL BECAUSE THEY MAY MAKE YOU RUSH.

TRANS./CHART
#14

WISHING DOES NOT CAUSE ACTION.

SETTING GOALS CAUSE ACTION

TRANS./CHART
#15

SETTING GOALS TOO HIGH CAN KEEP YOU FROM REACHING YOUR GOAL.

TRANS./CHART
#16

SETTING GOALS TOO LOW DO/NOT CHALLENGE YOU,

SO YOU CAN EASILY LOOSE INTEREST.

TRANS.CHART
#17

STUDENTS SETTING TOO MANY GOALS, OFTEN FORGET TO

CONSIDER HOW MUCH TIME HE HAS TO COMPLETE A TASK.

ALWAYS CONSIDER TIME!

TRANS.CHART
#18

YOU SHOULD ALWAYS HAVE A GOOD REASON FOR SETTING A GOAL.

EXAMPLE:

GOAL: I WILL WRITE 3 TYPES OF COMPLETE SENTENCES IN THE PARAGRAPH I HAVE FOR AN ASSIGNMENT.

REASON: BECAUSE DIFFERENT TYPES OF SENTENCES SHOWS WRITING SKILLS I HAVE AND MAKES MY WRITING MORE INTERESTING.

TRANS./CHART
#19

WRITING GOALS DOWN:

1. REMINDS YOU OF YOUR GOALS
2. KEEPS YOUR GOAL BEFORE YOU
3. HELPS YOU KEEP A RECORD OF WHAT YOU HAVE ACCOMPLISHED.
4. ORGANIZES YOU

TRANS/CHART
#20

GOAL: I WILL GET MY DRIVERS LICENSE BY THE END OF THE SUMMER.

PLANNED BEHAVIOR:

1. PASS DRIVER'S EDUCATION.
2. STUDY DRIVER'S MANUAL.
3. PRACTICE DRIVING SKILLS.
4. PASS DRIVERS TEST.
5. GET A PERMIT.

GOALS WORKSHEET

Name:_____ Date: _____

Evaluation Check Goals:

1.____
2.____
3.____

A. **My goal(s) is/are:** Type Goal

1. _____ _____
2. _____ _____
3. _____ _____

_____ B. **I have chosen this goal because:**

_____
_____
_____

_____ C. **Planned Behaviors:**

For Goal #1

1.____ _____
2.____ _____
3.____ _____
4.____ _____
5.____ _____

For Goal #2

1.____ _____
2.____ _____
3.____ _____
4.____ _____
5.____ _____

For Goal #3

1.____ _____
2.____ _____
3.____ _____
4.____ _____
5.____ _____

Note if adjustments were made and where:

Lesson I

COMMITTMENT

I AM CONVINCED THAT **TARGETS** WILL BENEFIT ME GREATLY IF I COMMIT MYSELF TO LEARN HOW TO USE THE STEPS IT TEACHES. I THEREFORE SIGN MY NAME TO SIGNIFY MY COMMITTMENT AND WILLINGNESS TO PARTICIPATE.

SIGNATURE: _____

DATE: _____

Lesson 2 - Worksheet

Mastery: 17 out of 20 (85%)

1. Complete by writing what each letter represents.

T -

A -

R -

G -

E -

T -

S -

2. There are three stages in TARGETS. What does each letter represent.

T -

W -

A -

3. Which TARGETS steps or letters are learned in the "Thinking" stage?

4. Which **TARGETS** steps or letters are learned in the "**Writing**" stage?

5. Which **TARGETS** steps or letters are learned in the "**Applying**" stage?

6. You should begin step **T** with a _____.

7. You should answer the question with _____ _____ _____ in Step A.

8. Step "**R**" which is reviewing past performance is important because it will help in setting goals that are just right instead of too Low or too _____.

Lesson 3 - Worksheet

Mastery: 8 or 10 (80%)

1. Step G in TARGETS stands for _____.

2. Step E in TARGETS stands for _____.

3. Steps G and E are in which stage: T W A.

4. List 3 reasons goals and behaviors should be written down.

   1.

   2.

   3.

5. Writing the goal is only half the battle; you must then plan _____ to reach that goal.

6. The difference between wishing and setting goals is: _____.

7. List 2 guidelines one should follow in completing steps, "G" and "E".

LESSON ACTIVITY

Lesson 3
Ia

This activity is designed to give you practice in identifying quality goals and quanity goals. Beside each goal, write whether it is a quality goal or quanity goal. If both, write both.

Mastery - 80% or 8 out of the possible 10.

_____ 1. I will complete 5 worksheets today.

_____ 2. I will complete my assignments in one hour.

_____ 3. I will reach mastery on this activity.

_____ 4. I will get 20 problems correct in Math.

_____ 5. I will write reasonable goals in English.

_____ 6. I will write correct sentences in all of my classes.

_____ 7. I will make a "C" in English this term.

_____ 8. I will complete 2 worksheets in one hour with 100% accuracy.

_____ 9. I will read Chapter I carefully.

_____ 10. I will pass my spelling test.

LESSON ACTIVITY

Lesson 3
Ib

This activity is to be completed if mastery was not reached on Ia.

Mastery - Must be able to write three quality goals and 3 quanity goals.

Write three quality goals and three quanity goals and identify.

1.

2.

3.

4.

5.

6.

LESSON ACTIVITY

Lesson 3
Ic

This activity is to be completed if mastery was not reached on Ib.

Mastery - 100%

Define a Quality Goal:

Define a Quanity Goal:

What is the major difference between quality and quanity goals?

Give an example of each type:

Quality -

Quanity -

LESSON ACTIVITY

Lesson 4
Ia

Mastery - 8 out of the possible 10 or 80%

Listed below are some behaviors one might write to follow in order to reach a specified goal. If the behavior is too general or incorrect, place INC in the blank beside the number. If it is correct, place C beside the number.

SPECIFIED GOAL: I am going to pass the history test with 90% accuracy.

_____ 1. Underline material when I read.

_____ 2. Outline the chapters as I read.

_____ 3. Glance at my friends notes before the test.

_____ 4. Rely on what I have remembered from class.

_____ 5. Define words I do not know.

_____ 6. Do the most of my studying the night before so the material will be fresh on my mind.

_____ 7. Review study material with a friend.

_____ 8. Ask questions if you don't understand something.

_____ 9. Relax and take my time the day of the test. Do not panic.

_____10. Cheat.

LESSON ACTIVITY

Lesson 4
Ib

To be completed if mastery is not reached in Ia.

Three goals are provided below Specify behaviors one should follow that would allow him to reach that goal. You must specify at least 5 behaviors for each goal.

Mastery - 12 out of 15 behaviors reasonably and rationally stated (80%).

Goal 1.
I will make a better final grade in English this 9 weeks.

Behaviors:

1.

2.

3.

4.

5.

Goal 2.
I will read Chapter One carefully.

Behaviors:

1.

2.

3.

4.

5.

Goal 3.
I will write better sentences in my English class.

Behaviors:

1.

2.

3.

4.

5.

LESSON ACTIVITY

Lesson 4
Ic

To be completed if mastery is not reached in Ib.

Mastery - 100%.

Student should be able to explain what is incorrect about each of the INC behaviors in lesson 3b, then substitute with correct behaviors.

1.

2.

3.

4.

LESSON ACTIVITY

Lesson 4
2a

Mastery - Teachers judgement of appropriate ordering.

Refer to lesson activity 16 in Lesson 4. For each goal, prioritize the behaviors you have listed so that your behaviors are sequenced in order of importance.

Goal 1 Behaviors

1.

2.

3.

4.

5.

Goal 2 Behaviors

1.

2.

3.

4.

5.

Goal 3 Behaviors

1.

2.

3.

4.

5.

LESSON ACTIVITY

Lesson 4
2b

Mastery - 5 out of the possible 6 or 83%.

To be completed if mastery is not reached on 2a.

Refer to lesson activity 10, Lesson 4. Prioritize the C behaviors so that the student can reach the specified goal. You may include some additional ones if so desired.

1.

2.

3.

4.

5.

6.

LESSON ACTIVITY

Lesson 4
2c

To be completed if mastery is not reached on 2b.

Mastery - Teacher Judgement

Write appropriate behaviors and sequence them to the following goal:

Goal: I will finish high school and pass the competency test.

Behaviors: You may list as many as you deem necessary.

Sequence Behaviors:

LESSON ACTIVITY

Lesson 6
1a

Mastery 8 out of 10 or 80%.

1. What is step **T** _____.

2. What is step **S** _____.

3. **T** and **S** are in which stage: T W A.

4. Why is step **T** so important _____.

5. Give 2 reasons why step **S** should be done daily.

   1.

   2.

6. Daily checks do not take long if you have everything _____ down and in order.

7. Step **S** helps you decide if any _____ are needed.

8. Adjustments are made only if _____. They may not be needed everyday but you should still check.

9. Daily checks should became a _____ so that it will be a part of you.

LESSON ACTIVITY

Lesson 6
Ib

Mastery - 9 out of 10 or 90%

To be completed if Ia is not mastered.

Fill in the blanks.

1. Evaluation should be done _____.

2. If you fail to reach your goal, you should _____ your behaviors to see if you followed through with them.

3. Evaluation can refresh your memory, help you keep tabs on your progress and can help decide your direction for the next day. Therefore daily evaluations are very _____.

4. You may not always have to make adjustments in your plan but you should still evaluate them _____ _____.

5. Daily evaluations can take just a minute if you have everything _____ down.

6. Evaluation can tell you when you need to make _____ in your plan.

7 You should make daily evaluations a _____.

8. Staying in control is very important. _____ help you stay in control of your progress.

9. Adjustments help you to _____ your goal.

10. Evaluation is another way to get feedback. Feedback lets you know how you are doing without asking the _____.

LESSON ACTIVITY

Lesson 6
2a

To be completed if mastery is not reached on 5a.

Mastery - 100%.

List 5 reasons why daily evaluations are so important.

1.

2.

3.

4.

5.

LESSON ACTIVITY

Lesson 6
3a

To be completed if mastery is not reached on 5b.

Mastery - 100%

List 5 reasons a person may need to make adjustments in his plans.

1.

2.

3.

4.

5.

REVIEW

1a

Total Mastery
22 out or 25 or 88%

1. Complete by writing what each letter represents.

T =

A =

R =

G =

E =

T =

S =

2. There are 3 stages in TARGETS. What does each letter represent.

T

W

A

3. List each step in its correct stage:

Stage	Steps
T	
W	
A	

4. Circle the type goals TARGETS emphasizes.

Quality	Quanity
Long Term	Short term

5. Goals set too high can cause you not to reach your goal because _____.

6. Goals set too low can cause you not to reach your goal because _____.

7. Planning behaviors to reach goals is just as important as _____ the goals.

8. Step Evaluation must be done _____ in order to keep you in control of what's going on.

9. Daily evaluation also lets you know how you are _____ and sets your _____ for the next day.

LESSON ACTIVITY

Review
2a

Situational Goal Setting

Three situations are provided below. You are to write one goal that would lead you to accomplishing the task. The goal should be reasonable and clearly expressed. You should use the goal writing sheet and be sure all sections are complete.

Mastery - Teacher judgement of a good goal and logical reasoning given for selecting this goal.

Situation #1 - You have a spelling test next week and you have 30 words that you will be tested on.

Situation #2 - English has always been a problem for you especially. when you have to write. Your poor writing skills have kept your grades low. You have just learned a writing program that will improve your writing and therefore your grades. Your resource teacher taught you the new program and it has really helped you in the resource classroom. You also want to improve your English class work and grades.

Situation #3 - You failed the last test and you have a paper due next week that can help your grade.